The Essential School-Aged IEP:

Development of the IEP

Initial IEP

IEP is a Working Document

The Cover Page

IEP is a WORKING Document and the IEP team can meet throughout the year to REVIEW and AMEND if necessary.
Amending the Current IEP

- Participants initial if any changes are made to the IEP
- Must also be stated in the amended IEP sections
- Not just on the cover page

**LEAST RESTRICTIVE ENVIRONMENT**

When a community school places a child in a separate facility for their ACADEMICS and/or FUNCTIONAL service, the community school REMAINS the DOR and continues to be responsible for the education of that child.

**District of Residence**

Districts of Residence that have students who are educated OUTSIDE their district are RESPONSIBLE for initiating and conducting meetings for the purpose of developing, reviewing, and revising the IEP.

**Future Planning Special Instructional Factors**

- Parent’s, teacher’s and student’s input needed
- Must be addressed in the IEP
The Profile

- Data and background information on the student
- Consider the student’s strengths
- Areas of concern
- Include relevant academic / behavioral information
- Language understandable to all team members

Extended School Year

- May happen at any time the school is NOT in session.
- Are provided beyond the normal school year; both days of the school year or hours of the school day.

- *Summer School
- *Compensatory Services
- *Enrichment Programs

Prevent Significant Regression of Skills or Knowledge

Team may collect further data and reconvene

Secondary Transition Planning

- Begins at age 14 (or younger if determined necessary by the IEP team)
- THE STUDENT MUST BE INVITED

Notify the Parents of the following:
- Purpose of the meeting
- Child has been invited
- Any other agency representative that will be invited

Remember
- This consent must be in writing with parent signature agreeing to the additional outside representatives' participation.
Secondary Transition Plan

- Measurable Postsecondary Goals
  - Education/Training
  - Competitive Integrated Employment
  - Independent Living, if data supports a need

- Age-Appropriate Transition Assessment (AATA)
  - Indicate student's preferences, interests, needs and strengths (PINS)

Course of Study
Annual Goals
Transition Service/Activity
Evidence Indicating Completion of the Transition Service/Activity
Target date for Child to Graduate

Present Levels of Academic Achievement and Functional Performance (PLOP)

Contain sufficient information to establish a baseline from which each annual goal is developed. It must indicate the child's current academic and functional levels compared to expected grade level standards in order to provide a frame of reference. OAC Rule 3301-51-07(H)(1)(b)
Present Levels

- Focus on CURRENT and specific academic and behavioral performance
- Described in measurable terms of growth using the same conditions and behaviors as the goal

The child's performance at the time of the writing of the IEP. Data should not be more than a year old.

Focus on the Essential Need

The data points selected and presented must directly relate to student’s area of need

For More Information

For more information, please visit: https://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Operational-Standards-and-Guidance

For further support, contact your State Support Team (SST). To find your SST, please visit: http://education.ohio.gov/Topics/School-Improvement/State-Support-Team
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